

Lost in translation

1 READING

a In teams of four or five, do the quiz.

First and last lines quiz

Look at some famous first and last lines from novels.
Which do you think are first lines and which last lines?
Write F or L.

- 1 ☐ All children, except one, grow up.
- 2 ☐ It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife.
- 3 ☐ 'Oh, my girls, however long you may live, I never can wish you a greater happiness than this!'
- 4 ☐ James Bond, with two double bourbons inside him, sat in the final departure lounge of Miami Airport and thought about life and death.
- 5 ☐ Mr and Mrs Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much.
- 6 ☐ 'Tomorrow, I'll think of some way to get him back. After all, tomorrow is another day.'
- 7 ☐ Happy families are all alike; every unhappy family is unhappy in its own way.
- 8 ☐ Two gin-scented tears trickled down the sides of his nose. But it was all right, everything was all right, the struggle was finished. He had won the victory over himself. He loved Big Brother.
- 9 ☐ Many years later, as he faced the firing squad, Colonel Aureliano Buendía was to remember that distant afternoon when his father took him to discover ice.
- 10 ☐ Renowned curator Jacques Saunière staggered through the vaulted archway of the museum's grand gallery.



Match the first and last lines to the novels they are from.

- A ☐ 1984 by George Orwell, 1949
- B ☐ Goldfinger by Ian Fleming, 1959
- C ☐ Gone With The Wind by Margaret Mitchell, 1936
- D ☐ Anna Karenina by Leo Tolstoy, 1877
- E ☐ One Hundred Years Of Solitude by Gabriel García Márquez, 1967
- F ☐ Harry Potter and the Philosopher's Stone by JK Rowling, 1997
- G ☐ Little Women by Louisa May Alcott, 1868
- H ☐ The Da Vinci Code by Dan Brown, 2003
- I ☐ Peter Pan by JM Barrie, 1911
- J ☐ Pride and Prejudice by Jane Austen, 1813

- b Which do you think is the best first line? Does it make you want to read the book?
Which (if any) of these books have you already read? What did you think of it / them?

2 VOCABULARY & SPEAKING describing books

- a Complete some readers' comments about books with an adjective from the list.

depressing entertaining fast-moving gripping haunting
heavy-going implausible intriguing moving thought-provoking

1 A wonderful book. So _____ it brought tears to my eyes!
★★★★★

2 A _____ novel that raised many interesting questions. ★★★

3 Rather _____. I had to make a real effort to finish it. ★★

4 A _____ story. I was hooked from the very first page.
★★★★★

5 A light but _____ novel, perfect for beach reading! ★★★

6 The plot was _____. It was impossible to predict how it would end. ★★★★★

7 The characters were totally _____. I couldn't take any of them seriously. ★

8 A _____ story which jumps from past to present and back again at breakneck speed. ★★★★★

9 A well-written novel, but so _____ it made me feel almost suicidal! ★★★

10 A _____ tale which stayed with me long after I'd finished reading it. ★★★★★

- b Take turns with a partner to choose an adjective from the list and say a book or a film that you could use the adjective to describe.

- c **3.8** Listen to a man talking to a friend about a book he couldn't put down. Write down four positive adjectives he uses to describe the book.

- d Now talk to a partner about your reading tastes. Try to use a variety of adjectives to describe the books.

3 GRAMMAR adding emphasis (1): inversion

- a Match the halves to make sentences from novels.

- 1 ☐ His voice was low, but I was able to hear what he said, though **only later** did I understand...
- 2 ☐ **Never** had he been so unnatural and artificial, even with an outsider or when making a formal call,...
- 3 ☐ **Not only** was Venus Maria an adored and controversial superstar,...
- 4 ☐ **Not until now** have I been ready to confess...
- 5 ☐ **No sooner** had one campaign come to an end...

A as he was that day.

(*Anna Karenina* by Leo Tolstoy, translated by Constance Garnett)

B what he meant.

(*Girl with a Pearl Earring* by Tracy Chevalier)

C that I am a writer.

(*Tough Guys Don't Dance* by Norman Mailer)

D she was also Lucky's best girlfriend.

(*Dangerous Kiss* by Jackie Collins)

E than the candidates began anticipating the next.

(*Imperium* by Robert Harris)

- b Look at the verbs after the **bold** adverbial expressions. What is unusual about the word order? What is the effect of putting the adverbial expression at the beginning of the sentence?

- c **p.143 Grammar Bank 3B.** Read the rules and do the exercise.

- d Imagine you are a novelist. Complete the sentences in your own words using inversion to make them as dramatic as possible.

- 1 Not until the last moment...
- 2 Never in my life...
- 3 Not only... but...
- 4 Only after the wedding...
- 5 No sooner... than I realized...

Tell your partner about a book...

that you were made to read at school and hated.

that you feel you should have read, but you haven't

that you have read but that you can't remember anything about.

that you decided to read after seeing the film.

that you think would make a good film.

that you couldn't put down.

that you started but couldn't finish.

that you have bought, but have never opened.

Are you suffering from Affluenza?

1 READING & SPEAKING

- a Look at the lesson title. 'Affluenza' is an invented word, made from putting two words together, *affluent* and *influenza*. Look at the dictionary definitions, and decide what you think it means.

affluent

/ˈæfluənt/ *adj.* ■ having a lot of money and a good standard of living

influenza

/ɪnfluˈenzə/ *noun* ■ (formal) flu, an infectious illness

- b Read the product description from an online book retailer and a review of Oliver James' book *Affluenza*.

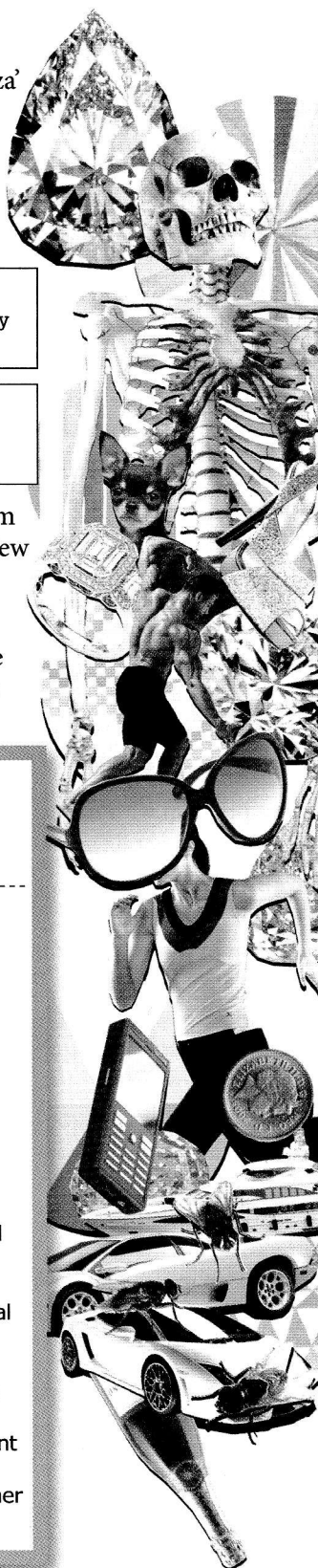
- 1 Check your answer to a.
- 2 Is the journalist's review positive or negative? Underline the parts of the text which tell you.

Affluenza: How to Be Successful and Stay Sane

by Oliver James

Product description

There is currently an epidemic of 'affluenza' throughout the world – an obsessive, envious, keeping-up-with-the-Joneses – that has resulted in huge increases in depression and anxiety among millions. Over a nine-month period, bestselling author and psychologist Oliver James travelled around the world to try and find out why. He discovered how, despite very different cultures and levels of wealth, 'affluenza' is spreading. Cities he visited include Sydney, Singapore, Moscow, Copenhagen, New York, and Shanghai, and in each place he interviewed several groups of people in the hope of finding out not only why this is happening, but also how one can increase the strength of one's emotional immune system. He asks: why do so many more people want what they haven't got and want to be someone they're not, despite being richer and freer from traditional restraints?



REVIEW

The sick society *Affluenza* by Oliver James

In his earlier book *Britain on the Couch*, Oliver James asserted that 'advanced capitalism makes money out of misery and dissatisfaction, as if it were encouraging us to fill up our emotional emptiness with material goods'. In this book, he explores the idea further, and it's terrific. A lot of readers, wanting to put their finger on why the affluent world they live in makes them so uneasy, will want to cheer. Here he is saying, loud and clear, that capitalism is bad for your mental health. And then he tells us why this is the case, and what we can do about it.

'My focus,' explains James, 'is on why we are so messed up, not with giving a false promise of the possibility of happiness.' So why are we so messed up? It's because of what James calls 'selfish capitalism', or, more catchily, *Affluenza*, a virus-like condition that spreads through affluent countries. In these countries, notably English-speaking ones, people define themselves by how much money they make. They are also ruled by superficial values – how attractive they look, how famous they are, how much they are able to show off.

It's a wonderfully clear and cogent thesis. *Affluenza*, as defined by Oliver James, is clearly recognizable as our way of life. It spreads because it feeds on itself; when you try to make yourself feel better by buying a car, or building muscles in the gym, or spraying on a fake tan, or having a facelift, you actually make yourself feel worse, which makes you want to buy more things.

The author's antidote for *Affluenza* is simple: look inward, not outward. Don't be a sheep. Try to be 'beautiful' rather than 'attractive'. Embrace the family. Don't see life as a competition. Don't watch too much TV. Simple, perhaps. But will it be enough?

- c Read both texts again and answer the questions with a partner.
- 1 How did Oliver James do his research for this book?
 - 2 What did he want to find out?
 - 3 According to Oliver James, why do we feel the need to buy material goods?
 - 4 What four things do sufferers from 'affluenza' value most?
 - 5 Explain what the reviewer means by 'it feeds on itself'.
 - 6 What do you think the advice 'be beautiful rather than attractive' means?
- d Would you like to read this book? Why (not)?

- e Do the questionnaire below, which comes from the book *Affluenza*.

HAVE YOU CONTRACTED THE 'AFFLUENZA' VIRUS?

Put a tick or cross next to the following statements:

- ☐ I would like to be a wealthy person.
- ☐ I would like to have my name known by many people.
- ☐ I would like to successfully hide the signs of ageing.
- ☐ I would like to be admired by many people.
- ☐ I would like to have people comment often about how attractive I look.
- ☐ I like to keep up with fashions in hair and clothing.
- ☐ I often compare what I own with what others own.
- ☐ Possessions can be just as important as people.
- ☐ Shopping or thinking about what to buy greatly preoccupies me.
- ☐ I'm less concerned with what work I do than with what I get paid for it.
- ☐ I admire people who own expensive homes, cars, and clothes.
- ☐ My life would be better if I owned certain things I don't have now.
- ☐ The things I will own will say a lot about how well I've done in life.
- ☐ I want a lot of luxury in life.

- f **Communication** Have you got 'affluenza'? p.117. According to your answers, are you suffering from 'affluenza'? Do you think the questionnaire is fair?

- g Talk to a partner. Do you agree with the author of *Affluenza* that...?

- in our society people are defined by how much money they earn
- nowadays people are ruled by superficial values
- people today have an unhealthy interest in the lives of celebrities
- people buy things to make themselves feel happier
- being affluent makes people unhappy

2 VOCABULARY money

- a Can you remember words from the text which mean...?

- 1 rich: a _____, w _____
- 2 to have something that belongs to you: o _____
- 3 (the enjoyment of) special and expensive things, e.g. food, clothes, surroundings: l _____

- b p.162 Vocabulary Bank Money.

- c Choose the right word from each pair according to meaning, collocation, or register.

- 1 Mum, can you lend me some money? I'm *broke* / *penniless*.
- 2 I'm trying to get a *loan* / *mortgage* from the bank to buy a car.
- 3 We're going to have to be a bit careful this month if we don't want to end up in the *red* / *black*.
- 4 The company has been *in* / *on* debt for the last six months and may have to close down.
- 5 One of my cousins is absolutely *affluent* / *loaded* – she inherited a fortune from her parents.
- 6 When you're abroad, you get a better *currency* / *exchange rate* if you take money out at a cash machine.
- 7 We like living here because we have a much better *cost* / *standard* of living.
- 8 I need to get a better job. We can't *make* / *get* ends meet.

- d Take turns to tell your partner about a person you know who...

- | | |
|------------------------------------|--|
| is rather tight-fisted. | buys and sells shares. |
| lives beyond their means. | charges high fees for what they do. |
| has more money than sense. | has difficulty making ends meet. |
| was given a grant to study abroad. | has spent a fortune on cosmetic surgery. |

3 PRONUNCIATION ea and ear

- a Say the sentences below. Do the pink letters make the same or different sounds in each sentence?

- 1 My great-grandfather was very wealthy, but incredibly mean.
- 2 I've just had a really good idea!
- 3 Even though I left home early, I nearly missed the flight.
- 4 I've heard that he doesn't earn much.

- b 3.12 Listen and check.

- c Put the words from the list in the right columns.

| | | | | | | | | |
|----------|--------|--------|---------|-----------|--------|---------|---------|--------|
| appear | bear | beat | break | creak | deal | death | earring | earth |
| fear | hear | heart | jealous | learn | neatly | nuclear | pear | please |
| pleasure | scream | spread | steak | unhealthy | wear | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
| | | | | | | |

- d 3.13 Listen and check. What are the most common pronunciations of *ea* and *ear*?

▲ When you come across a new word with *ea* or *ear*, it's best to check the pronunciation in a dictionary.

4 READING

- a Do you know of any couples where you think one of them married for money? Are / Were the marriages successful, as far as you know?
- b You are going to read one of a series of articles from *The Times* called *Family Secrets*, which are unsigned and use fictitious names, and in which readers of the newspaper confess a secret. Read the article once. What is your initial reaction to what the woman says?

I wish I had married for money, not love

WHEN BILL AND I GOT MARRIED, his relaxed attitude to money amused me. He's a teacher and enjoys his job. I work in medical sales: more stressful, but it pays well. I have, however, become secretly, overwhelmingly, envious of my friends, who can rely on their husbands as the breadwinners.

Our first home was a tiny flat in a lovely area, which was fine even when our first daughter was born. Our second daughter's arrival two years later put a strain on space and finances, so we had to move – and I had to learn to bite my tongue so as not to seem ungrateful. It was then that I noticed that my best friend Carol's standard of living was better than ours: her husband is a consultant surgeon and their first home was a five-bedroom detached house. We bought a three-bedroom house in a nice street, but I couldn't help comparing it with friends' houses. I've had promotions, but Bill has no plans to apply for anything beyond head of department, his current position; I think he should go for a deputy head post.

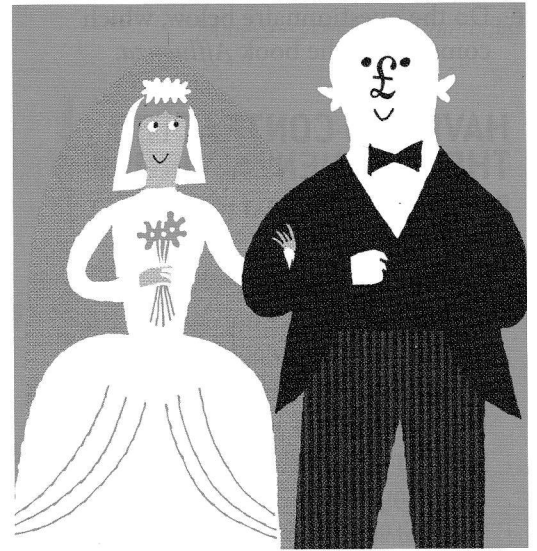
Bill is a brilliant dad, and with the girls now reaching their teens, I appreciate how well he gets on with them and puts so much effort into their homework and hobbies. But although I'd never admit this to friends, I believe that there's more to life than being good parents. Carol is having a champagne party for her 40th, as well as a week in Paris with her husband and a weekend in New York with their 14-year-old daughter. I pretended to be thrilled, but was sick with envy. I know many people can't take a holiday at all, but we mix with people who have no mortgages, work part-time or not at all, can afford private education and have three or four holidays a year.

I feel resentful, especially as it's the men who bring in the money; and even if Bill were a head teacher, he wouldn't come close. When I go out with my girlfriends I hear Susan moan about John's business trips and I have to stop myself from shouting that his £250,000 salary must make up for some of his absences. Or Trisha: she inherited a house from her parents, which means that though her husband is on a normal salary, she needn't work, and spends her time at the gym. Bill tells our girls that they can achieve anything and I agree, but when they start dating, I'll try to guide them (behind his back) towards men who can give them the sort of life I've never had.

Feminism's fine, but there's a lot to be said for having your bills paid.

deputy head /,deɪjuːti 'hed/ the assistant to the director of a school

consultant surgeon /kənˌsʌltənt 'sɜːdʒən/ a surgeon of the highest rank in a hospital



- c Read the text again and then discuss the following with a partner:

- 1 how and why the woman's opinion of her husband's attitude to money changed over the years.
- 2 what is it about her friends that makes her feel so envious.
- 3 how she plans to 'guide' her own daughters.

LEXIS IN CONTEXT

- d With a partner, say in your own words what the woman means by these idioms and phrases.

- 1 rely on their husbands as the breadwinners (1.4)
- 2 put a strain on space and finances (1.8)
- 3 **IDM** bite my tongue (1.9)
- 4 **PHR V** go for a deputy head post (1.16)
- 5 reaching their teens (1.17)
- 6 **IDM** sick with envy (1.23)
- 7 he wouldn't come close (1.28)
- 8 moan about (1.29)
- 9 **PHR V** make up for some of his absences (1.31)
- 10 **IDM** behind his back (1.35)
- 11 there's a lot to be said for (1.37)


- e Which of these sentences best sums up your reaction to the woman's confession?

- 'She's refreshingly honest!'
- 'I'd hate to be married to her. I pity her poor husband (and her daughters).'
- 'It's depressing that a woman can think like this in the 21st century.'
- 'She's only saying what a lot of women think but don't dare say.'
- 'It's a bit over the top, but she has got a point.'
- 'She's unbelievably materialistic.'

5 GRAMMAR

unreal uses of past tenses

- a Look at the highlighted verbs in these sentences. Which ones are really about the past? What time do the others refer to?
- 1 When Bill and I got married, his attitude to money amused me.
 - 2 If Bill got promoted, our standard of living would go up.
 - 3 I wish we were better off.
 - 4 I was so jealous when I heard about Carol's weekend in New York.
 - 5 I think it's time we thought about moving to a bigger house.
 - 6 I'd rather my daughters married a man with money.
 - 7 I wish I'd married my first boyfriend!
 - 8 If I'd married Sean, I would have a much better standard of living.

- b  **p.144 Grammar Bank 3C.** Read the rules and do the exercises.

- c Make questions to ask a partner.

Would you rather...?

Do you ever wish...?

- your children married for money or for love
- you had been born in another decade or century
- you could have a year off to travel
- you could learn a new skill
- you had a boring but well-paid job or a stimulating but badly-paid job
- you had chosen to study different subjects at school / university
- you had more free time for your hobbies
- you lived in another town or city
- you had bitten your tongue and not said something
- you were self-employed or you worked for someone else

6 LISTENING

- a You are going to listen to a lecture given by Michael Norton, Assistant Professor in the Marketing unit at Harvard Business School, who has recently been researching the relationship between money and happiness. Before you listen, which do you think his conclusion will be? Choose from a–c.

Having more money than they had before...

- a never makes people happier, regardless of what they do with it.
- b can make people happier if they spend some of it on other people.
- c always makes people happier even if the amount of extra money is small.

- b **3.14** Read the glossary. Then listen to the first part of the lecture. Did you predict correctly?

- c Listen again and answer the questions.

- 1 What is the paradox that puzzled Norton?
- 2 What did he and his colleagues think the reason for this was?
- 3 What did the research show?

- d **3.15** Now listen to the rest of the lecture and choose the correct answer.

- 1 The research into prosocial spending done with employees in Boston showed that the important factor was...
 - a the size of the bonus they received.
 - b the percentage of the bonus that they spent on others.
 - c the total amount of money that they spent on others.
- 2 The second study showed that _____ will affect your happiness.
 - a even spending a small amount on others
 - b only spending a large amount on others
 - c only regularly spending money on others
- 3 Previous research showed that people become happier when they...
 - a get at least a ten percent rise in their salary.
 - b are rich and then become extremely rich.
 - c have very little money and then become reasonably well off.
- 4 Norton and his researchers also wanted to test whether knowing in advance about prosocial spending _____ the effect on people's happiness.
 - a would minimize
 - b would eliminate
 - c would increase
- 5 The research showed that this knowledge _____ the positive effect of prosocial spending.
 - a did not reduce
 - b greatly reduced
 - c slightly reduced

- e Are you convinced by the results of Norton's research? Why (not)?



the University of British Columbia
one of the top Canadian universities
domain /də'mem/ area, field
field study research or study that is done in the real world rather than in a library or laboratory
Boston a university city on the east coast of the USA
profit-sharing bonus an extra payment made to workers when the company has made a profit

7 **3.16** SONG 🎵 *A Lady of a Certain Age*

Key success factors

- being able to express a reasonably sophisticated opinion
- using a range of vocabulary to describe what you are reviewing (plot, dialogue, characters, etc.)
- being able to summarize

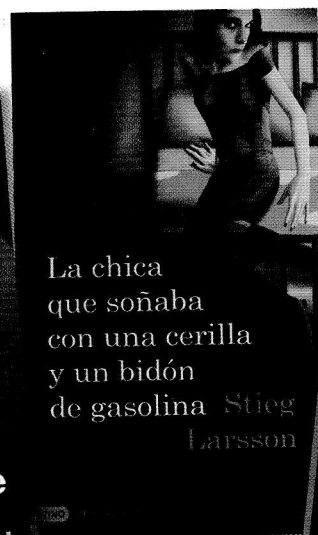
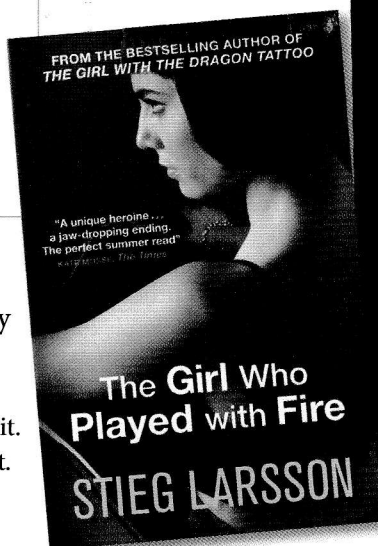
ANALYSING A MODEL TEXT

- a Which of the following would normally influence you to read a certain book?
- A friend of yours has recommended it.
 - It's a best-seller – everybody is reading it.
 - You've seen and enjoyed a film based on it.
 - You were told to read it at school or university.
 - You have read a good review of it.

- b Read this newspaper book review. In which paragraph do you find the following information? Write 1–4 in the boxes, or DS if the review doesn't say. Does the review make you want to read the book?

- ☐ The strong points of the book
- ☐ The basic outline of the plot
- ☐ What happens in the end
- ☐ Where and when the story is set
- ☐ The weaknesses of the book
- ☐ Whether the reviewer recommends the book or not
- ☐ How good the English translation is
- ☐ Who the author is
- ☐ Who the main characters are
- ☐ How much the book costs
- ☐ Who the book is suitable for

When writing a book or film review, give your reader a **brief** idea of the plot (without giving away the whole story!). Try to make your description as concise as possible to leave you space to give your own opinion.



The Girl Who Played with Fire

The Girl Who Played with Fire is the second novel in the Millennium trilogy by Swedish writer Stieg Larsson. A thriller, set in modern-day Sweden, it immediately became an international best-seller.

In this book the same main characters from the first book reappear, journalist Mikael Blomkvist and the extraordinary girl Lisbeth Salander, a freelance investigator. This time Lisbeth herself becomes the suspect of a triple murder. Three people are shot on the same day, and her fingerprints are found on the murder weapon. She goes quickly into hiding, and Mikael, whose life she saved in the previous book, is determined to prove her innocence. Devastated by the fact that two of the murder victims were colleagues of his, but convinced that Lisbeth cannot possibly have been involved, he works first on his own, and then with the police, to discover what really happened. Meanwhile Lisbeth, carefully keeping out of everyone's sight, is making her own investigations...

The great strength of this book, and what makes Larsson's books so different from other recent detective fiction and thrillers, is the character of Lisbeth. Most famous fictional detectives or investigators tend to be either middle-aged policemen with marital problems, female forensic scientists, or middle-aged male intellectuals. Lisbeth, however, is a young slightly autistic girl from a broken home, who is also a computer genius. She is an intriguing character, and in this book we find out a lot more about her, among other things who her father is, and why she spent her teenage years in a psychiatric hospital. My only criticism of the novel would be that the early sub-plot about Grenada is not very relevant and could have been cut.

Not only is this a complex and absolutely gripping novel, but it also tackles real problems in society, and most unusually I think for a sequel, is even better than its predecessor. For all lovers of crime novels and thrillers the Millennium trilogy is a must.

- c Look at these extracts from the second paragraph. Which words did the author leave out to make it more concise? Then read the rules for **Participle clauses** to check.

Because he is devastated by the fact that two of the murder victims were colleagues of his, but he is convinced that Lisbeth cannot possibly have been involved, he works first on his own, and then with the police, to discover what really happened.

Meanwhile Lisbeth, who is carefully keeping out of everyone's sight, is making her own investigations...

Participle clauses

The writer uses participles (*devastated, convinced, keeping*) instead of a subject + verb. Past participles replace verbs in the passive, and present participles (*-ing* forms) replace verbs in the active. The subject of the clause is usually the same as the subject of the main clause.

Participle clauses can be used:

- instead of a conjunction (*after, as, when, because, although, etc.*) + subject + verb, e.g. *Devastated by the fact...* instead of *Because he is devastated...*
- instead of a relative clause, e.g. *carefully keeping* instead of *who is carefully keeping*.

- d Rewrite the highlighted phrases to make them more concise using participle clauses.

- 1 As she believes him to be the murderer, Anya is absolutely terrified.
- 2 Armelle, who has been forced to marry a man she does not love, decides to throw herself into her work.
- 3 Simon, who realizes that the police are after him, tries to get out of the country.
- 4 It was first published in 1903 and it has been reprinted many times.
- 5 Because he is deeply ashamed of how he has behaved, Luke cannot face his family and friends.
- 6 It is set during the First World War and, it tells the story of a young soldier.
- 7 When he hears the shot, Mark rushes into the house.

- e Underline the adverbs of degree in these phrases from the review. What effect do they have on the adjectives?

Lisbeth, however, is a young, slightly autistic girl from a broken home...
Not only is this a complex and absolutely gripping novel...

- f Use your instinct. Cross out any adverbs which don't fit in these sentences. Tick if all are possible.

- 1 My only criticism is that the plot is **a bit** / **slightly** / **a little** implausible.
- 2 The last chapter is **really** / **very** / **absolutely** fascinating.
- 3 The end of the novel is **rather** / **pretty** / **quite** disappointing.
- 4 The denouement is **rather** / **incredibly** / **extremely** thrilling.

- g Where all the adverbs are possible, is there any difference in meaning or register?

PLANNING WHAT TO WRITE

Brainstorm the content

- a Think of a book or film that you have read or seen recently. Write a paragraph of approximately 100 words explaining who the main characters are and summarizing the plot, but without giving away the ending. Use the present tense, and try to include at least one participle clause.
- b Swap your paragraph with other students to see if they can identify the book or film.

TIPS for writing a book / film review

- Choose a book or film that you know well.
- Organize the review into clear paragraphs.
- Make sure you use a suitable style, neither very formal nor informal.
- Use the present tense when you describe the plot. Using participle clauses will help to keep it concise.
- Try to use a range of adjectives that describe as precisely as possible how the book or film made you feel, e.g. *gripping, moving, etc.* (see page 41). Use adverbs of degree to modify them, e.g. *absolutely gripping*.
- Remember that even a good review will usually include some criticism as well as praise.

WRITING

A student magazine has asked for reviews of recent books and films. You are going to write a complete review.

DRAFT your review, using the same paragraph structure as the model. It should be approximately 250 words.

- Paragraph 1: The title of the book or film, and the author or director. Where and when it is set.
- Paragraph 2: The plot, including information about the main characters.
- Paragraph 3: What you liked about the book / film, and any criticisms you may have.
- Paragraph 4: A summary of your opinion and a recommendation.

EDIT the review, making sure you've covered all the main points and making sure it is the right length.

CHECK the review for mistakes in grammar, spelling, punctuation, and register.